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the case in some of the earlier briefer chapters where there is much reference to "humanism," "humanistic-realism," "sense-realism," and "social-realism," and in some parts of the chapter on Herbart. These portions however are not frequent, and in general the book possesses the same charm that gave Quick's *Educational Reformers* such a long life.

There is a strong emphasis throughout on the influence exerted by each reformer on educational practice, and wherever possible the practical developments in America have been traced.

The educators treated are Milton, Bacon, Ratich, Comenius, Locke, Franke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, Mann and Spencer. A little over half of the book is devoted to the five chapters on Rousseau, Basedow, Pestalozzi, Herbart, and Froebel.

S. CHESTER PARKER

Berry's Writing Book and Primer. B. D. Berry & Co., 1912.

This writing-book is constructed on the same principles as the other Berry writing-books, with colored pictures illustrating rhymes or quotations having literary value. The content of this primer is the Edward Lear A B C rhymes. The writing is nearly one-half inch high and so is better adapted to beginners than the ordinary first book. If one uses copy-books this is the best one for beginners with which the reviewer is acquainted.

F. N. F.

UNIVERSITY OF CHICAGO

The Outlines of Educational Psychology. By WILLIAM H. PYLE. Boston: Warwick & York, 1911. Pp. x+254.

The book opens with a brief introductory chapter in which it is pointed out that sociology teaches the aim of education, biology and psychology teach the nature of the child, and psychology explains the essential nature of the educational processes. The kind of psychology in which the author is interested is functional, biological, and evolutionary psychology. He takes up accordingly as his first problem heredity and the inherited modes of adjustment which the child brings into the school. The individualistic instincts such as fear, anger, etc., are described and their pedagogical importance is briefly discussed. In like fashion the social instincts, environmental instincts (migration, collecting), the adaptive instincts (play and imitation) are treated at length. After instinct comes habit. The nature of habit, the training of habit, the problems of drill, and the moral value of habit are each treated in turn. Finally, there are three chapters on memory, attention, and fatigue. The book has in its appendices some charts for use in school inspection.

The book illustrates very strikingly the author's view of the intimate dependence of education on inheritance. One-half of the book is gone before the discussion of instincts is completed. The higher processes of thought and reasoning get no attention. That most vital and significant mode of social adjustment, language, is left out. The combative tendencies are dwelt upon, but the constructive adjustments which appear in the industrial arts are not explained. The sphere of intellectual activities which are commonly treated under the terms abstraction, generalization, and conception, in short the whole world of scientific reasoning, is as if it were not.